

Programme 107.†

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(January to March, 1927.
(April to July, 1927, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLLET.)

FORM I., (A & B).

PUPILS' NAMES

Bible Lessons.

In all cases the Bible text must be read and narrated without interruption.

A & B I. *The Bible for the Young: Joshua and Judges*, Part I., lessons 1-8, inclusive, by Dr. Paterson Smyth (A.P.C.K., 1/6). [Suitable stories from *Joshua*, chapters 1-3, 5-7, 9, 10, 14, 15, 19-21.] Teacher study the Lesson (Paterson Smyth) to bring the passages home to the children, adding comments if necessary.

Beginners: Teacher to read from *Bible Stories: Old Testament*, by R. G. Moulton (Macmillan, 2/6).

II. *St. Luke's Gospel*, chapters 8-16 (suitable stories).

(Optional) *The Children's Book of Prayers*, by S. B. Macy (Longmans, 9d.). *Sidelights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). *Bible Atlas* (S.P.C.K., 1/-). *The Wonderful Prayer*, by G. Hollis (S.P.C.K., 2/6). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.), or, *The Church and School Hymnal* (S.P.C.K., 3/6; words only, 1/6).

Reading (Sunday, holiday and "children's hour") (optional):

A *A Book of Golden Deeds*, by Charlotte Yonge (Macmillan, 2/-), pp. 1-72 (B.C. 299). *Livingstone* (Nelson, 1/6). *The Mighty Army*, by W. M. Letts (Wells, Gardner, Darton, 7/6). *Granny's Wonderful Chair*, by F. Browne (Dent, 2/-). *Stories from Chinese History*, by A. S. Roe (Wells, Gardner, Darton, 1/6).

† The 107th term of work set since the Parents' Union School began.

- B Mrs. Gatty's *Parables from Nature* (Dent, 2/-), or, *The Child's Book of Saints*, by William Canton (Dent, 2/-). *Animal Tales from Africa*, by J. H. Macnair (Wells, Gardner, Darton, 1/6).

Writing.

- A *New Handwriting** (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. each card; teacher to study instructions, 6d.).
- A Card 2, lines 1 and 2; card 5, lines 5 and 6, or continue. Two letters to be mastered each lesson. Transcribe from reading books, and write words and short sentences from dictation; new words must be visualized beforehand (see *Home Education*, pp. 240-243).
- B Card 3, line 5; card 5, lines 1 and 2; eight letters from card 10; or continue; one letter to be mastered each lesson. Write, and print, letters and words from dictation as well as from copy (see *Home Education*, page 234).

BEGINNERS.—Right-hand half of card 4 of *The "New Handwriting."*

Tales.

- A *The Pilgrim's Progress** (Oxford Press, 3/6, or, R.T.S., 2/6), Part II., from "Matthew marries Mercy" to the end. *Tales of Troy and Greece*,* by Andrew Lang (Longmans, 5/-), pp. 1-56.
- B Three Fairy Tales. Andersen's *Fairy Tales* or Grimm's *Fairy Tales* (both, Oxford Press, 1/6, or, Dent, 2/-), may be used. Three fables, *Æsop's Fables* (Murray, 2/6).

English History.

- A *Our Island Story*,* by H. E. Marshall (Jack, 10/6), pp. 453-514 (1789-1901). Mrs. Frewen Lord's *Tales from Canterbury Cathedral* (Sampson Low, 1/6), chapters 1-3, inclusive.
- B *Our Island Story*, pp. 85-128 (1017-1100).

Geography.

In every lesson there should be six map questions before reading letterpress, then reading and narration.

- A *Ambleside Geography Books*, Book I.* (Kegan Paul, 2/6), lessons 23-27 inclusive. *The Children of Europe*, by R. J. Finch (Evans, 3/6): France, Holland, Belgium, Denmark. Philip's *Atlas of Comparative Geography** (3/6). Be able to describe six places connected with recent events. Pace and make plans of front hall, play ground, or garden walk.
- B *Ambleside Geography Book I.*, lessons 6-10, inclusive. *The Children's World*, by M. S. (Fountain Press, 2/-), Africa, Egypt, Far North, America, Tibet. Be able to describe six places Father and Mother have visited. (1) Describe, (2) make in tray of sand, isthmuses, straits, mountains.

Natural History.¹

- A & B Keep a Nature Note-Book (P.N.E.U. Office, 5d., and see *Home Education*, pp. 54, 55). Teacher may find useful: *Countryside Rambles*, by W. S. Furneaux (Philip, 2/6).
- A *Plant Life in Field and Garden** ("Eyes and No Eyes Series," Cassell, 1/3), pp. 7-42. *Wild Life Studies*,* by F. Pitt (Nelson, 1/6), pp. 1-60. Sow and watch seedlings.
- B *Wild Life in Woods and Fields* ("Eyes and No Eyes Series," Cassell, 1/-), pp. 5-48; watch and describe six (a) birds (b) animals. *Stories from Natural History*, by R. Wagner (Macmillan, 2/6), pp. 117-177.

Picture Study (see *Home Education*, pp. 307-311, for directions).

- A & B Study reproductions of six pictures by Rembrandt* (P.N.E.U. Office, 2/- the set): teacher see notes in the January number of the *Parents' Review*.

French. 2 (see N.B. 3).

- A & B *Cours de Français, Méthode Orale*, Vol. I., by F. Thémoine (Hachette, 2/6), pp. 45-55 (B take the "series" only). *Recueil de Poèmes*, Vol. I., by J. Molmy (Blackie, 6d.).
- A (Optional), *French Fables in Action*, by V. Partington (Dent, 1/9), pp. 32-42; children to narrate.

Number (see N.B. 3).

Teachers should use *The Teaching of Mathematics to Young Children*, by I. Stephens (P.N.E.U. Office, 4d.). Rapid mental work for A and B.

- A Nelson's *Arithmetic Practice*, Part II. (11d.), Term I., p. 12, to Term II., p. 24, or, Part I. (10d.), Term II., p. 28, to Term III., p. 37, build up and learn Multiplication Tables 7 and 8 (five minutes' exercise in every lesson). Tables to be worked out in money thus: $9 \times 7 = 63$; 63 pence = 5s. 3d.
- B Nelson's *Arithmetic Practice*, Part I. (10d.). Term I., pp. 1-8 (Addition and Subtraction). Build up and learn Multiplication Tables 2 and 3 up to 6×2 and 6×3 , also "ten times." Sums may be worked with dominoes, beans, etc., at first.

Teacher may use *Teacher's Book*, Part II. (1/2), or, Part I. (1/2).

¹ Members overseas see special leaflet.

² Schools may substitute the national language.

Brushdrawing.

- A & B Teacher may consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). *Brushdrawing*, by A. F. Fildes (Charles, 5/-); use fresh flowers for models. Paint-box with specially chosen colours and brush (P.N.E.U. Office, 2/6). Children should draw occasionally with brush or chalk from memory. For chalk drawing, milled blackboards (P.N.E.U. Office, 1/3 each) may be used. *Pencils should not be used*. Six twigs of trees.; six animals that you have been able to watch; scenes from your *Tales*, in brush-work.

Recitations.

- A & B Learn 6 verses each from *Joshua*, chapter 5, and from *St. Luke's Gospel*, chapter 9. Psalm 84. One suitable hymn. Recite a poem (each child may choose a different one). *A First Book of Poetry*, compiled by M. A. Woods (Macmillan, 3/-); or, *The Golden Book of Children's Verse*, arranged by F. Jones (Blackie, 2/6).

Reading.

- Children should visualize new words every day: see *Home Education*, page 240: see also word drill in the "Beacon Readers."
- A Poetry and books used for History, Geography, and Tales. (Upper I.A.): *Abraham Lincoln* (Nelson, 1/6).
- A & B Children who can read a little may use one or two of the following: *The Beacon Readers*, Books III. (1/2), IV. (1/4), V. (1/4), and VI. (1/6), according to directions in *Teacher's Manual* (Ginn, 1/6). *Picture Tales from the Russian*, Books I. to III. (Blackwell, 1/- each). *Bam (The Story of an African Boy)* (Milford, 1/-). *Redskin Wonder-folk*, by F. Kirkman (Oxford Press, 6d.).
- B Reading taught as in *Home Education*, using *The Children's Letter Box** (2/6) together with *Dickory Dickory Dock: The Children's Reading Box** (3/6), both prepared by E. R. Tetley (Jackson & Son), or, *The Beacon Readers*, Books I.* (10d.), and II.* (1/-), with *Teacher's Manual* (Ginn, 1/6).

Music.

- A & B *Child Pianist* (Curwen & Son, 3/-), continue *Teacher's Guide* (revised edition, 7/6).

Musical Appreciation.

- A & B Brahms from *The Term's Work*, by C. H. Glover (Kegan Paul, 4/6), and see *Our Work* (January P.R.).

Singing.

- A & B *Sonnez les Matines* (P.N.E.U. Office, 4/6), or, *French Rounds and Nursery Rhymes* (Augener, 2/6). *Fourteen Songs from "When we were very Young,"* words by

A. A. Milne, music by H. Fraser-Simpson (words and voice parts in four volumes, Methuen, 9d. each vol.).

- A *Ten Minutes' Lessons in Sight-Singing* (Curwen & Son, 3/-), lessons 1-6. Two English songs: *The National Song Book*, edited by C. V. Stanford (Boosey & Co., 6/-). *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.).
- B *The Joyous Book of Singing Games*, by John Hornby (Arnold, 3/6), or, *Songtime*, edited by Percy Dearmer (Curwen, 4/6).

Drill.

- A & B *The Joyous Book of Singing Games* (see above), or, *Rhythmic Games and Dances*, by Florence Hewitt (Longmans, 3/6). Folk dances: *Scandinavian Dances*, Series 1 (Ling Association, directions 3½d., music 8½d.). *British Marches for Schools*, by Martin Shaw (Evans, 4/6). Ex-Students take House of Education Drills.
- A *Board of Education Syllabus of Physical Training for Schools, 1919* (1/6): take six consecutive Tables.
- B *Physical Exercises for Children under Seven* (3d.).
- A & B *Suggestions in Regard to Games* (4d.). (All Eyre & Spottiswoode.)

Work.

- A & B Help in house or garden. *Paper Modelling*, by M. Swannell (Philip & Son, 3/6), Series II., 16-21. *Stencilling* (Dryad Leaflet, No. 22, 6d.). *The Little Girls' Sewing Book*, by F. Klickmann (R.T.S., 1/6). Make Raffia mats: *Raffia-craft* (Weldons, No. 30, 6d.). *The Play-work Book*, by Ann Macbeth (Methuen, 3/6). Use *The World of Paper*, Toy Book, by Forbicechio (Willis & Co., four vols., 1/3 each). Help the "Save the Children Fund" (42, Langham Place, London, W.1).

GENERAL NOTES.

N.B. 1.—All children should spend two years (average ages 7 and 8) in Form I.A. In the second year they should read their own books and sometimes write narration. Classes in the second year of I.A. might be called "Upper I.A."

N.B. 2.—In home schoolrooms where there are children in A as well as in B, both forms may work together, doing the work of A or B as they are able, but more work must be expected from I.A.

N.B. 3.—In Arithmetic and French there must be no gaps. Pupils must go on from where they left off, but they will be handicapped in the future unless they can do the work set for the Form.

N.B. 4.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Drawing" onwards are advisable but optional.

N.B. 5.—For methods of teaching the various subjects see *Home Education* (P.N.E.U. Office, 5/6).

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 8.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 9.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5½d. each, and Cambridge paper for Examination, 1/- for 4 quires (*not less*) single, double lines and squares; special clipped book post envelopes, 4d. for 3. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). School Hat Band (2/3), and Ribbon (2 inches wide 2/2 a yard, ½ inch wide, 1/3). Ties (1/3 cotton, 3/3 and 2/6 silk). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Prayer and Hymn (1d.).

N.B. 10.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

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FORM I. (A and B)

PUPILS' NAMES.....

Bible Lessons.

- A & B I. 1. Tell (*a*), the story of the two spies who went to view Jericho, *or*, (*b*), how the Israelites went up against the city of Jericho and took it.
2. Tell (*a*), how the Israelites crossed over the river Jordan, *or*, (*b*), the story of the battle with the kings of the Amorites at Beth-horon.
- II. 1. Tell (*a*), about Christ stilling the storm of wind on the lake, *or*, (*b*), the story of Jairus' daughter.
2. Tell (*a*), about the Good Samaritan and the man who fell among thieves, *or*, (*b*), about the Prodigal Son who took a journey into a far country.

Writing.

- A Write a line of poetry from memory.
- B "A bright yellow Primrose blowing in the Spring."

Tales.

- A 1. Tell a story about (*a*), Ulysses and Achilles, *or*, (*b*), Hector.
2. (*a*), Describe the visit of the Pilgrims to the Valley of Humiliation, *or*, (*b*), tell a story about Mr. Fearing.
- B 1. Tell (*a*), a short fairy story (from Grimm or Andersen), *or*, (*b*), one of Æsop's Fables.

English History.

- A 1. Tell (*a*), about the Battle of Trafalgar, *or*, (*b*), about the freeing of the slaves in the reign of William IV.
2. What do you know about (*a*), Sir John Franklin and the North West Passage, *or*, (*b*), the meeting of the British Governor and the Maori chiefs?

3. (a), Describe the meeting between Ethelbert and St. Augustine, *or*, (b), tell what you know about the building of Canterbury Cathedral as we see it to-day.
- B 1. Tell a story about (a), Edward the Confessor, *or*, (b), Harold.
2. Tell what you know about (a), Hereward the Wake, *or*, (b), William the Conqueror as King of England.

Geography.

- A 1. Explain what we mean when we say "the sun rises and sets."
2. How can you find out (a), in what direction you are walking, (b), which way the wind is blowing, (c), how the windows of your schoolroom face?
3. Describe some of the things you would see if you went to Holland.
- B 1. What do you know about Galileo's wonderful discovery?
2. Tell what you can about (a), the Eskimos of the Far North, *or*, (b), the people of mysterious Tibet.

Natural History.

- A 1. What do you know about (a), the bank vole and his way of living, *or*, (b), the grey seal?
2. Describe (a), three yellow wild flowers that may be found in March, *or*, (b), the work that the leaves and root do for a plant.
3. What have you noticed yourself about the seedlings you have sown?
- B 1. What do you know about (a), the mole and his home, *or*, (b), spiders on the common?
2. Tell about (a), the Looper Caterpillar, *or*, (b) a cradle in the rushes.
3. Tell what you can about (a), two of the birds, *or*, (b), two animals, you have watched this term.

Picture Study.

Describe "The Shipbuilder and his Wife," by Rembrandt.
(Another picture may be described if this one has been missed.)

French * (oral only).

- A 1. Say two things in French about (1) Médor, the dog, (2) a bird, (3) a mouse.
2. Give a French conversation between you and your cat.
- B 1. Say what you can in French about *Minet et la Souris* (see picture p. 51, *Thémoin*).
2. Give the French names for six things in the garden.
- A & B 3. Recite a French poem, *or*, act a French fable.

Number. (All working must be shown.)

- A 1. The posts of a gate are 5ft. high, the bars are 9ft. long. How many feet of wood will a man want to make a gate with two posts and five bars?
2. A farmer bought two dozen hens at 8/- each. How much did he pay for them?
3. How much change shall I have out of a £1 note after buying a pair of gloves 4/6, a hat 7/9, and some ribbon 1/9½?
- or*, 1. A match box is 2¼ inches long and 1½ inches wide. With a ruler, construct an oblong twice as long and twice as broad.
2. A parcel weighs 37 ounces; find the weight of six such parcels.
3. A gardener bought 1/9 worth of pea seed, 7½d. worth of cabbage, and 3/4½ worth of flower seed. How much did he spend?
- B 1. Apples are 3 a penny. How many can be bought with 5 pennies?
2. In a wood Tom found a wren's nest with 8 eggs, a blackbird's with 4, and a thrush's with 5. How many eggs altogether?
3. Jane had 19 needles in a packet. Four dropped out. How many were left?

Brushdrawing.

1. Make a picture, giving it a name, for a story you have enjoyed.
2. A tree twig from nature.

Recitations.*

Father to choose a hymn, a poem, and two passages from the Bible Lessons.

Reading.*

Father to choose unseen passage.

Music.*

Examine in work done and report progress.

Singing.*

Father to choose an English and a French song, and 1.A., two tonic sol-fa exercises.

Drill.*

Drill, before parents.

Work.*

Outside friend to examine, but list of handicrafts completed to appear in *Parents' Report*.

N.B. 1.—Examination to begin on Monday, April 4th. Papers to be posted on Saturday, the 9th, *with no other enclosure.*

N.B. 2.—Subjects thus indicated (★) to be marked on the *Parents' Report* according to Regulations, and marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Members are asked to read the Regulations carefully, as much time is lost by the examiners when (a), there is no numbered list of the subjects sent for examination, (b), the papers for each child are not fastened together, (c), the name of the *member* does not appear, or (d), the totals of parents' marks are not given.

N.B. 4.—Cambridge paper and the special envelopes should be used. Answers may not be written on both sides of the paper. The papers should be tied together loosely with string at the left-hand corner, and should be packed flat.

N.B. 5.—Please note carefully (a) the amount of written work expected in Form I.A, (b), the Regulations as to the number of papers to be sent in by Schools. In Schools: a teacher's P.U.S. Report on *one* child's oral work may be sent up from Form I.B, where it is not possible to arrange for the dictated answers.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.